

Markscheme Barème de notation Esquema de calificación

November / Novembre / Noviembre de 2020

English / Anglais / Inglés B

**Higher level – Paper 2 – Listening comprehension
Niveau supérieur – Épreuve 2 – Compréhension orale
Nivel Superior – Prueba 2 – Comprensión auditiva**

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The following are the annotations available to use when marking responses.

Annotation	Explanation	Associated shortcut	Annotation	Explanation	Associated shortcut
	Award 0 – automatically awards zero for a given response			On page comment	
	Tick 1 – automatically awards one point for a given response			Unclear content or language	
	Incorrect point			SEEN - every scanned page must be annotated or marked as SEEN	
	Ellipse that can be expanded			Good Response/Good Point	
	Horizontal wavy line that can be expanded			Caret – indicates omission	
	Highlight tool that can be expanded			Vertical wavy line that can be expanded	

You **must** make sure you have looked at all pages. Please put the **SEEN** annotation on any blank page, to indicate that you have seen it.

When using the **On page comment** annotation, please keep the following in mind:

- Avoid covering the candidate's own writing. This can be done by writing your comments in the margins then running the arrow attached to the **"On page comment"** annotation to the appropriate place.
- Provide all comments in the target language.

General marking instructions

Assistant Examiners (AEs) will be contacted by their team leader (TL) through RM™ Assessor, by email or telephone – if through RM™ Assessor or by email, please reply to confirm that you have downloaded the markscheme from IBIS. The purpose of this initial contact is to allow AEs to raise any queries they have regarding the markscheme and its interpretation. AEs should contact their team leader through RM™ Assessor or by email at any time if they have any problems/queries regarding marking. For any queries regarding the use of RM™ Assessor, please contact emarking@ibo.org.

Instructions générales pour la notation

Les chefs d'équipe se mettront en rapport avec les examinateurs assistants de leur équipe par l'intermédiaire de RM™ Assessor, par courriel ou par téléphone. S'ils s'adressent à vous par RM™ Assessor ou par courriel, veuillez répondre et confirmer que vous avez téléchargé le barème de notation à partir d'IBIS. L'objectif de cette première prise de contact est de permettre aux examinateurs assistants de soulever toutes les questions qu'ils ont concernant le barème de notation et son interprétation. Les examinateurs assistants doivent contacter leur chef d'équipe par l'intermédiaire de RM™ Assessor ou par courriel à tout moment s'ils éprouvent des difficultés ou s'ils ont des questions concernant la notation. Pour toute question concernant l'utilisation de RM™ Assessor, veuillez envoyer un courriel à emarking@ibo.org.

Instrucciones generales para la corrección

El jefe de equipo se pondrá en contacto con los examinadores asistentes mediante RM™ Assessor, correo electrónico o por teléfono. Si se pone en contacto mediante RM™ Assessor o correo electrónico, conteste para confirmar que ha descargado el esquema de calificación de IBIS. El propósito de este primer contacto es permitir al examinador asistente plantear todas las consultas que tenga respecto al esquema de calificación y su interpretación. El examinador asistente deberá ponerse en contacto con el jefe de equipo mediante RM™ Assessor o correo electrónico si tiene problemas o consultas sobre la corrección. Si tiene alguna consulta respecto al uso de RM™ Assessor, envíe un correo electrónico a emarking@ibo.org.

1. For questions where short answers are required, the answer must be clear. Do not award the mark if the answer does not make sense or if the additional information makes the answer ambiguous, incorrect or incomprehensible.
2. Allow spelling mistakes so long as they do not hinder comprehension or do not change the sense of the phrase.
3. For true or false questions, candidates may use a tick or a cross to indicate their intended response but usage must be consistent. If a candidate writes two ticks or two crosses for the same answer award **[0]**. If a candidate answers with a cross and a tick for the same answer, mark the tick and ignore the cross.
4. For questions where the candidate has to write a letter in a box (for example, multiple choice questions), if a candidate has written two answers – one in the box and one outside – only mark the answer inside the box.
5. The total number of marks for the question paper is **[25]**.

1. En ce qui concerne les questions pour lesquelles des réponses brèves sont attendues, la réponse donnée doit être claire. N'attribuez pas de points si la réponse n'a aucun sens ou si les informations supplémentaires qu'elle contient la rendent ambiguë, incorrecte ou incompréhensible.
2. Vous pouvez autoriser les fautes d'orthographe tant qu'elles ne nuisent pas à la compréhension ou qu'elles ne changent pas le sens de la phrase.
3. En ce qui concerne les questions de type vrai ou faux, les candidats peuvent cocher ou marquer d'une croix la réponse de leur choix, mais ils doivent rester cohérents. Si un candidat a utilisé deux coches ou deux croix pour la même réponse, attribuez **[0]**. Si un candidat a répondu par une croix et une coche à la même question, prenez en compte la coche et ignorez la croix.
4. En ce qui concerne les questions pour lesquelles le candidat doit écrire une lettre dans une case (par exemple, dans le cas de questions à choix multiple), s'il a donné deux réponses différentes, l'une à l'intérieur de la case et l'autre en-dehors, ne prenez en compte que la réponse qui se situe dans la case.
5. Le nombre total de points pour l'épreuve d'examen est de **[25]**.

1. Las preguntas que requieran una respuesta corta deben responderse con claridad. No otorgue la puntuación si la respuesta no tiene sentido o si la información adicional hace que la respuesta sea ambigua, incorrecta o incomprensible.
2. Permita errores de ortografía siempre y cuando no dificulten la comprensión ni cambien el sentido de la oración.
3. En las preguntas de verdadero o falso, los alumnos podrán indicar la respuesta elegida con un tic o una cruz, pero el uso de los signos debe ser coherente. Si el alumno marca dos tics o dos cruces en la misma respuesta, otorgue la puntuación **[0]**. Si el alumno responde marcando una cruz y un tic en la misma respuesta, puntúe el tic e ignore la cruz.
4. En las preguntas que requieran escribir una letra en una casilla (por ejemplo, en las preguntas de opción múltiple), si el alumno ha escrito dos respuestas (una dentro de la casilla y la otra fuera), puntúe únicamente la respuesta marcada dentro de la casilla.
5. El número total de puntos asignados al cuestionario de examen es **[25]**.

Text A

Question		Target answer	Accept	Do not accept	Marks
1.		skyline			1
2.		expensive	Other words with the same meaning, eg: pricy/costly/not affordable/unaffordable	too much / potential	1
3.		desert (in the same region)			1
4.		ventilation			1
5.		air conditioners			1
				Total	5

Text B

Question		Target answer	Accept	Do not accept	Marks
6.		B, C, E, I, J	In any order, award [1] for each correct answer		5
7.		C			1
8.		B			1
9.		C			1
10.		A			1
11.		B			1
				Total	10

Text C

Question		Target answer	Accept	Do not accept	Marks
12.		group A			1
13.		both			1
14.		both			1
15.		group B			1
16.		group A			1
17.		cognitive changes			1
18.		research			1
19.		miss deeper meaning			1
20.		learning / decision making (making decisions)			1
21.		(the brain is) not fully mapped (yet)			1
				Total	10

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Audio text A – Urban and rural environment, tall buildings in cities (Sharing the planet)

	Speaker 1	Speaker 2	Speaker 3
Name	Sandra	Michael	Teacher
Gender	Female	Male	Male
Age	Teenager/student	Teenager/student	Mid 30s
Notes	Any UK accent	Australian	Any UK accent
Scene location and notes	a class discussion – semi-formal dialogue + host		

Segment name or number	Time	Speaker name	Script	Notes for studio (voice instructions, sound effects, pause details...)
Intro	0.00-0.07	Intro	You are going to hear a guided discussion in class about tall buildings in big cities.	
1	0.00-0.03			Sound effect: of ambient room noise (low murmur, people adjusting in seats etc.), fading out gradually as speaker comes
2	0.03-0.14	Teacher	So, today we will continue our class discussion about tall buildings in big cities. Alright, so we will have Michael and Sandra. Michael, what do you think?	
3	0.14-0.25	Michael	Have a look at these pictures of some popular cities. These cities are recognised as modern and beautiful, and this, I believe, is because of their skyline.	Confidently
4	0.25-0.45	Sandra	Oh, you certainly have a point, Michael. Tall buildings do make modern cities look amazing. But, cities where height is restricted look great too.	Stress on “do”

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			Take Washington DC, for example. Buildings there can't be taller than 90 feet, but it's a fantastic city, visited by millions of tourists.	
5	0.45-0.53	Michael	You're right about that: those places are enjoyable to visit . But they would be uninteresting places to live .	Stress on "visit" and "live"
6	0.53-1.02	Sandra	I disagree; that is all a matter of personal taste. Also, going back to those cities with tall buildings: think about the cost of living. Houses and apartments are very expensive there.	In a challenging manner
7	1.02-1.21	Michael	That is true for now . But, guess what? Unlike cities where height is restricted, there is potential for more housing in cities with tall buildings. This means that in the future, housing is likely to be more affordable there!	Stress on "for now", and "more"
8	1.21-1.31	Sandra	Um...perhaps... But I think that city living will actually become less popular in the future, so this potential won't matter anyway.	
9	1.31-1.36	Michael	I doubt that . Cities will always draw people in.	Emphasise "I doubt that". Stress on "always"
10	1.36-1.43	Teacher	Thank you both, a lot of interesting points. So class, do you have any questions so far?	Almost interrupting
11	1.43-1.47			Sound effect: of ambient room noise (low murmur, people adjusting in seats etc.), fading out gradually to PAUSE on second playthrough.
12	1.47-1.55	Teacher	Thank you for the questions. Now, Sandra, what do you think of the impact of tall buildings on the environment?	
13	1.55-2.16	Sandra	Well, tall buildings make cities really hot. Did you know that in some places the surface temperatures in the city exceed temperatures in the desert in the same region? Why? The heat gets trapped in the narrow spaces between the city's tall buildings. And excessive heat, as we know, contributes to climate change.	Stress on "really", and "exceed"
14	2.16-2.40	Michael	Oh, but nowadays, most tall buildings are designed to allow more ventilation and better use of energy. Other eco-friendly features are also used in some buildings now, like vertical farms. The plants that grow in	Slight emphasis on "other" and "and"

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			these vertical farms produce oxygen <u>and</u> at the same time they are helping to solve the increasing food shortage problem by providing fresh produce.	
15	2.40-2.55	Sandra	That may be, but still... think about all those air conditioners during the summer and the amount of energy that is wasted because of them. <u>Overall</u> , I think that tall buildings are <u>not</u> the answer to our environmental problems.	Slight emphasis on "Overall" Stress on "not"
16	2:55-3:00	Teacher	Thank you, Sandra and Michael. That's all we have time for today.	

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Audio text B – A record breaker travelling around the world (Travel)

	Speaker 1	Speaker 2	Speaker 3
Name	Tanya		Jason
Gender	Female		Male
Age	Mid 30s		Mid 30s
Notes	Any UK accent		Any UK accent
Scene location and notes	Dialogue, a radio program – generally informal tone. With energy and enthusiasm throughout.		

Segment name or number	Time	Speaker name	Script	Notes for studio (voice instructions, sound effects, pause details...)
Intro	0.00-0.07		You are going to hear a radio program about Jessica Nabongo, a world traveler.	
1	0.00-0.04			Sound effect: of radio jingle, fading out as the speaker comes in
2	0.04-0.12	Jason	Good afternoon and welcome to our weekly program, Record Breakers, with me Jason Sanderson...	
3	0.12-0.22	Tanya	...and me Tanya Zivali! So, today, we bring you news about Jessica Nabongo. She is now the FIRST black woman to have travelled the entire world.	Connecting seamlessly from previous segment.
4	0.22-0.32	Jason	Jessica Nabongo was born and raised in the US, after her parents emigrated from Uganda; and now she has dual citizenship.	
5	0.32-0.48	Tanya	And, Jessica is NOT new to travel. She started spreading her wings at a very young age; her love of travel being passed down to her from her parents. In fact, by the time she completed high school, she'd already been to 8 countries.	

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6	0.48-1.07	Jason	Yes, and her job with the United Nations, which called for her to work in a number of countries, ignited her curiosity about different cultures even more. She travelled extensively between 2009 and 2011 and by the age of 30, she'd been to 46 countries.	
7	1.07-1.18	Tanya	This all sounds very impressive, but travelling the world IS expensive and our listeners might think she inherited a fortune from her parents to be able to cover this cost.	Sounding genuine on "This all sounds very impressive".
8	1.18-1.42	Jason	Well, Jessica is a totally self-made person and to fund her travel, she founded a travel firm. She also worked with hotels, which at times offered her free stays in return for social media posts. And of course, she used air miles she earned from her various flights; she had so many that some of her trips were free.	
9	1.42-1.51	Tanya	She even created a fundraising section on her webpage where her fans could make contributions, and the response she got was not bad.	Slight emphasis on "not bad"
10	1.51-1.58	Jason	We still have more to tell you about Jessica Nabongo's travels – So, stay tuned...	
11	1.58-2.02			Sound effect: of radio jingle/adverts, fading to PAUSE on the second playthrough
12	2.02-2.34	Tanya	Back with our story about Jessica. So, was it all about getting her name in a record book? Absolutely not! Jessica wanted to break stereotypes. Part of her goal was normalizing blackness, by publicizing her travels as a black woman who made sure to use her Ugandan passport in some places. This has inspired many people to visit countries they avoided because they <u>wrongly</u> thought that those countries would be unwelcoming.	Emphasise "wrongly"
13	2.34-2.49	Jason	Part of Jessica's mission was also to show the world a different way of travel. For example, she had ideas on what she wanted to do and she would make some plans, but she didn't always stick to them when something interesting came up.	
14	2.49-3.12	Tanya	And, she saw no point in going to tourist sites to take photos and then leaving. In fact, she has been to some countries and not even seen the biggest attractions there. Her travel brand was to live like a local and to blend	

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			in anywhere. For her, the biggest part of travelling was talking to the people who live there. Isn't she impressive?	
15	3.12-3.26	Jason	<p>She sure is! And Tanya, you seem to be ready to pack a suitcase and start an adventure!</p> <p>So listeners, visit our radio website and leave a comment. Do let us know what you think of today's story.</p>	"you seem to be ready... adventure", with humour, almost laughing.
16	3.26-3.30			Sound effect: of musical jingle at the end of the programme, fading out.

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Audio text C – Technology and the brain (Human ingenuity, Technology)

	Speaker 1	Speaker 2	Speaker 3
Name		Presenter	
Gender		Male	
Age		Early 50s	
Notes		Australian accent	
Scene location and notes	Monologue, semi-formal A talk/lecture in front of an audience		

Segment name or number	Time	Speaker name	Script	Notes for studio (voice instructions, sound effects, pause details...)
Intro	0.00-0.08		You are going to hear a talk given at a conference about the impact of technology on the human brain.	
1	0.00-0.04			Sound effect: of applause (large lecture theatre), fading out gradually as the speaker begins.
2	0.04-0.15	Presenter	Good afternoon everyone. Thank you for inviting me to speak today about how technology and the internet influence the way we behave and processes information.	
3	0.15-0.28		Let me present the findings of a recent study. This study examined how dependent we have become on technology to do certain tasks. And, focus here is on the impact of smartphones.	

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4	0.28-0.55		<p>Participants in this study were split into two groups: Group A and Group B.</p> <p>In the first phase, each group was given a number of trivia questions. Group A was able to use search engines in order to answer these questions, while Group B had to rely on memory alone.</p> <p>In the second phase, simpler questions were posed, and this time Group B was also allowed to use search engines if they wished.</p>	Emphasis on “the first phrase”, “memory alone” and “also”
5	0.55-1.28		<p>The results from the study were quite interesting:</p> <p>Participants in Group A used search engines to answer questions in phase 2, even though the questions were easier, whereas Group B continued to rely more on memory.</p> <p>Another interesting observation from the study was regarding group dynamics. The participants in Group A preferred to work alone before discussing their thoughts with the rest of the group to come up with the answers. On the other hand, Group B worked collaboratively throughout the experiment.</p>	Emphasis on “even though”
6	1.28-1.42		As for time, memory-reliant participants in Group B were quicker at answering trivia questions overall, at about 6.2 seconds per question compared to 7.5 seconds per question for Group A.	
7	1.42-1.58		However, time was just one measure used in the study, with accuracy being the other. And, in this regard it was Group B that scored less well. Their score was average, while the other group answered most questions accurately.	Slight emphasis on “time”, “accuracy” and “this”
8	1.58-2.06		The study concluded that we are progressively using our memory less and are becoming more reliant on the Internet.	
9	2:06-2:13		Now, here is a summary of the findings for you. Have a quick look at these slides.	
10	2:13-2:16			Sound effect: clicking of PowerPoint/slide transition in the presentation fading out before speaker comes back in. Fading out to

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				PAUSE on second play-through.
11	2:16-2:35		<p>Now, in this portion of the talk, I will focus on the impact of technology on our brains.</p> <p>So, evidence suggests that the use of technology has resulted in some cognitive changes, but it looks like most of us are not aware of them.</p> <p>Let me share some examples of experts' opinions:</p>	
12	2.35-3.19		<p>Nicholas Carr wrote about this change in his book. Carr does credit the internet for making research – which used to take days or even weeks – available in just a few minutes. But he believes that our focus and deep contemplation are deteriorating.</p> <p>Another opinion is expressed by Professor Maryanne Wolf, a psychologist based in the United States. She believes that in this modern age, we are increasingly reading from a screen. And as we do this, we want immediate information and, as a result, we tend to miss deeper meanings.</p>	Emphasis on “does”
13	3.09-3.35		<p>“Brain drain” is another phenomenon discussed in recent research. It turns out that the mere presence of technology around us, especially mobile phones, can limit our cognitive resources and this makes it difficult to devote attention to demanding cognitive tasks, such as learning and decision-making. This should perhaps be a reminder to us all to go without our phones from time to time.</p>	Friendly tone at the end, from “This should perhaps be a reminder...”
14	3:35-3:51		<p>So, as you can see, there are many indicators to how technology is changing how our brain works. However, the brain is NOT fully mapped yet. So, we cannot yet have a true understanding of how exactly the internet is altering the brain.</p>	Slowing down towards the end, as the presentation comes to a conclusion.
15	3:51-3:56		Well, that's all for this session. Thank you to everyone for listening.	
16	3:56-4:00			Sound effect: of applause, fading out gradually